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ABSTRACT

Societal, institutional, and organizational changes need to be made in order to bridge the gap between the world of education and that of work to restore the needed wholeness to our society. This gap has created both an alienation between student and worker and the alienation of both from society. The education/work separation is a result of (1) our false division of mind and body, which tends to separate the intellectual from "real life"; and (2) a division of labor which assumes that school is the province of educators and work the province of business, industry, and labor. Changes which need be effected by the separate institutions are outlined. Schools need to increase the participation of the total community in determining goals, needs, programs and use of allocations; work for an attitudinal change within both the educational system and the students themselves; and implement organizational, structural, and instructional changes. Organizational and societal institutions need to give up cultural/societal stereotypes which affect both schooling and work; improve working conditions; alter restrictive practices regarding youth employment; and overcome extreme fiscal conservatism. Specific tasks for community, government, educational institutions and business are outlined on a detailed chart. (KC)

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Synthesizing Work and Schooling: The Roles of Community and Society

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report No. 91

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The Commission is indebted to Dr. Kenneth Hansen who assumed major responsibilities for pulling together the many ideas of the committee members that are contained in this document. Dr. Hansen also served as a member of the product review committee. All papers were produced under a contract with Region VIII Office of Education, Department of Health, Education and Welfare. The ideas expressed herein do not constitute official positions of either the Education Commission of the States or the United State Office of Education.

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Introduction

Schooling at all levels and work of all kinds have grown so far apart that lack of understanding between the world of schooling and the world of work often creates a serious divisiveness in our society. Many students feel isolated and insulated from work and dubious about education as preparation for work. Many in the world of work believe that educational institutions are not knowledgeable about, or sensitive to, the needs of business, industry, labor and the professions. Many persons in the community – especially parents – are skeptical of the efficacy of education in helping students enter the work force and, in turn, about the capability of the world of work to provide adequate and personally fulfilling work opportunities.

To bridge this gap between schooling and work there must be organizational and institutional changes. Educational institutions, building on successful current practices, must find new ways to increase community involvement and broaden community consensus; to bring about improved understanding and changed attitudes on the part of both students and school personnel at all levels; to promote greater instructional flexibility; and to create more varieties of linkage between school and community.

Social institutions and organizations must likewise effect changes to help remove cultural and social traditions that limit career choices; to improve working environments and make them more satisfying; to overcome the fiscal conservatism that dismisses needed change as "too costly"; and to alter practices and policies that limit work opportunities.

Educational institutions and community institutions have different but related roles in bridging the gap between work and schooling. These respective roles can be fulfilled by dividing up the responsibilities and sharing specific tasks to get the job done.

I. The Problem

A. A Crucial Gap Between Work and Schooling

A widening chasm of serious proportions has developed between two major enterprises of society: formal schooling and work. Nearly everyone agrees that this is an unnatural and needless separation — not that education and work are the same nor that the two have identical functions and values, but that the two intrinsically support each other and belong together. Schooling should embrace working, and working should be an extension and reinforcement of schooling.

But that's not the way it is: the two — schooling and work — all too often are not only separated by a chasm; they are worlds apart. Schooling comes first; work, if one is qualified for it and can find it, comes next. The sequence is seldom reversed or broken.

No malevolent design has brought about this separation of schooling and work. Though there sometimes are found elements of misunderstanding between the institutions of education and the world of work, ill feelings or bad faith did not create the chasm, which exists.

The separation of schooling and work, then, is not by design — not basically the result of suspicion, hostility or indifference. The roots of the separation are in two historical developments, one philosophical and one economic: (1) a false separation of the unitary human being into two discrete parts, one called "mind" and the other "body," dividing the

life of the mind from "real-life" activities such as work, and prizing mental activity to be of higher value and greater worth than the grubby necessity of work; and (2) a division of labor, so necessary to a productive economy, that encourages such overspecialization that "school" becomes solely the province of educators and "work" the bailiwick of business/industry/labor.

Thus, work and schooling have been allowed to grow apart, rather than having been forced apart. The separation that has resulted is often described as an "alienation" of student from worker, of worker from student and — predictably — of both from the community and the society.

But much of what appears to be a somber and even angry alienation might be more accurately described as insulation and isolation. Schooling (and students) and work (and workers) just don't get together; the educational institutions and the business/industry/labor/professional pursuits are operating in worlds seemingly not inhabited by the other.

Symptoms and results of this isolation are clearly visible and very serious:

- All too many students look forward neither to school nor to work, partly because they have seldom experienced making real choices or because they feel that the deck is stacked against them and there are no choices available so they often feel trapped and lost. With infrequent chance to practice or experience making decisions of real consequence, and with little or no training in developing decision-making skills, they drift aimlessly, evidencing alienation and bitterness with respect to both school and work.

- The community (especially parents) often lacks any sense of purpose and power to bring about changes needed in either the school structure or the work structure. Both are frequently seen as self-serving, unapproachable bureaucracies in league against both parents and children. "The school doesn't teach my kid what he needs to get a job; and the world of work doesn't have a place for him anyway." But what can a

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II. Organizational and Institutional Response to Change

if the divided worlds of education and work are to be brought to the concept that "career education," envisions. The needed changes cannot be brought about by these institutions working independently; that would merely compound the existing isolation. Added to the total community and its resources, however, schools tend to go about the following activities in a comprehensive and comprehensive effort [illegible] the whole spectrum of interrelated changes.

1. Increase participatory involvement of parents and the total community in determining the goals, programs and delivery systems of the educational system.

Parents, especially, feel left out of the decision-making process in education and feel confused and powerless in affecting the decisions that will affect their own and their children's future. Participatory involvement does not mean, for example, [illegible] direct democratic control of the [illegible] and operation of the school system. This cannot be, but some parents [illegible] it would like it to be. Parents should be given the freedom to do what they want, if possible, but [illegible] and short-range, [illegible] projects in the district and where one may [illegible] or more than one [illegible] school can be determined, programs are designed and managed, are allocated. The involvement should be of the kind that ensures that community members are brought in at the earliest planning stage before decisions have been made, programs installed and budgets set. Such participatory involvement does not lessen the importance of professional administrators and teachers, nor does it demean the significance of their professional expertise. Rather, it brings into partnership both the professional educator and the community member in order to put the strengths of both groups to more effective use.

2. Seek a working consensus between the schools and the community regarding the goals of education.

Two cautions: first, complete, or comprehensive consensus on educational matters is probably unattainable; all that we can realistically seek is a limited, operational consensus — and, [illegible] consensus will have to be [illegible] but should be [illegible] in general doesn't have educational purposes.

goals or concepts; only specific groups within the whole fabric of society can reasonably be expected to develop a commonality of outlook.

In seeking a working consensus, we must expect multiple goals in our pluralistic society, based on often conflicting "goods." Rarely are the disputes in education the result of conflict between right and wrong, the desirable versus the undesirable, the good in opposition to the bad. Rather, differing interpretations of what is most to be desired out of all possible goods engenders most of the conflict.

For example, "success" or the "good life" translated into career planning or career goals cannot be expected to be the same for persons or families who hold different value systems or subscribe to different lifestyles. Therefore, in planning a synthesis of work and education, an array of career options, involving radically different sets of assumptions about what constitutes the good life, must be made available to all students.

Neither can the total community be expected to be in complete agreement regarding other goals that underlie the career education concept, is the aim of our economic system primarily productivity, or are there human goals of personal fulfillment that transcend the fundamental dollars-and-cents outlook of a production-oriented system of commerce and industry? Is our society committed to a single "work ethic" or is there a multiplicity of work values that cannot be completely expressed in the single work-ethic concept?

Despite these necessary differences of concerned opinion about what the goals of education should be in relation to the world of work, the school must take the lead in seeking at least a working consensus in the total community regarding the multiple values that educational institutions will help students seek.

3. *Work for necessary attitudinal changes both within educational institutions themselves and within the students served by these institutions.*

Schools at all levels must see themselves, for example, not just as educational institutions but as social institutions. With such a broadened self-image, the school can more readily embrace the total concept of career education, an education so imbued with the aim of synthesizing work and school that the concern for the wholeness and breadth of career concerns is woven in, not added onto, the regular academic work of the school. Career education becomes not a separate program, but an enrichment of experience infused directly into the ongoing work of the school, the college, the university. Thus viewed, career education actually supports the goals of academic education by providing greater motivation, more attention to the individual and a clearer sense of the relevance of learning to the learner.

With such a change in attitude on the part of the school, there would be less distinction between "superior" and "inferior" subjects, those that train and illuminate the mind and those that are narrowly "practical," or "useful."

No longer would education be thought of solely as those formal activities that precede living -- school invariably to be followed by "life." The learning/working dichotomy would be replaced by a learning/working continuum — for youth and adults.

Teachers and college professors would need to synthesize in their own experience the now often-separated worlds of the academic and the practical by their own recurring immersion into the "outside" community in order to gain or refresh a first-hand knowledge of the world of work. Staff development programs could include appropriate incentives for direct work involvement as a fundamental aspect of professional growth experiences. For an educator, taking a job for a period of time might be just as important as taking another course!

Institutions must change some of their attitudes, but so must students. Because schools and the community have been so long separated from each other, have quite literally operated in two separate worlds, it is not surprising that students sense this discontinuity and view what they do in school as having little or no relationship to their later employment or careers.

Student attitude, bound up as it is with conventional community attitudes, will not be changed by exhortation or threat. Rather, as students are given opportunities to learn by direct experience, are trained to seek out and try out actual applications of school-learnings to life-activites, and above all, to have the kind of successes in school that build the confidence and expectation of similar success in the outside world, inappropriate attitudes can be expected to change to meet the new realities of living that the student has discovered.

None of the attitude changes suggested, either institutional or personal, suggests any watering-down of either the school experience or the work experience. Synthesizing the two worlds should not result in synthetic education or synthetic work. Reality should mean no loss of rigor.

4. *Make organizational/structural/instructional changes in educational institutions.*

Although career education is sometimes described as simply an "instructional strategy," it is much more than that. If career education is really going to make any significant difference in synthesizing schooling and work, much more than instructional strategies within the school must change.

Institutional schedules at all levels will have to become more flexible and more adaptable to the needs of the students served, so that the student will find the needed courses available when the need occurs, not just when the class happens to be scheduled for instructional or administrative convenience. Student-workers need to be offered a permanent accessibility to educational offerings; they need to be able to come in and go out of the formal school setting on a sequence geared to their own educational and occupational needs, not one dictated by the school calendar or by an inflexible sequence of course offerings or course requirements. Ideally there should be no such thing as a "dropout" either at the secondary or higher education level.

Schools can no longer operate on the traditional and comfortable 180-day, five-or-six hour schedule to which they have become accustomed if they expect to be really

synchronized with the world of work. Year-round adaptations of the traditional school year, with early-morning to late-evening school schedules, will make possible a much closer and more productive relationship with the real world outside of the school setting.

Such flexibility of schedule as the previous paragraphs suggest will require a matching flexibility of course offerings. If student-workers are to move in and out of the formal educational setting freely and at their own pace and according to their own personal, educational and occupational needs, mini-courses and other adaptations of traditional offerings will have to be the norm, rather than the exception.

Credit structures and graduation requirements will have to be drastically altered, with little concern for traditional semester hours or Carneggie units. If the real intent of educational institutions is to serve the public by service to the individuals who make up the society, bare-bones credit-counting does not offer a very imaginative approach to this service role. Rather, all institutional offerings need to be made and the results recorded in terms of competencies gained and demonstrated by the students — not in terms of credits, but in terms of clearly stated curricular objectives.

Significant additions to the range of available curricular materials need to be made in quality and quantity — not only to serve the ends of career education, which is but one of the aims of education, but to serve the interests of education in general. Supportable argument could be made that in the majority of fields of study offered in our educational institutions, there is far too little attention paid to the relationship of what is being studied in school to the world outside of the institution. This discontinuity between school and outside life is nowhere more sharply etched than in the area of the career-relatedness of what is being studied in most courses to what is actually going on in the real world of work. Both the quantity and the quality of career-related curricular materials need vast improvement.

The typical structure and organizational arrangement of educational institutions at all levels tends to separate not

only the institution from society, but also exacerbates that separation by pigeonholing students by age groups. If schools are to be integrally related to the community, they should seek to bring a representative cross-section of that community into the school setting. Cross-generational learning not only aids in breaking down artificial barriers between "students" and "adults," but also between students and workers. Moreover, by having persons of different ages working together at learning, the barriers between work and learning become less formidable, as many community college programs have clearly demonstrated. Finally, if persons of different ages are brought together in an appropriate mix and in an appropriate setting, it becomes much easier and more natural to have workers returning to the school setting for additional learning without feeling any embarrassment at "going back to school." And the presence of experienced adults provides a visual and emotional linkage in the minds of the younger students between the reality of schooling and the reality of work.

One more needed organizational change within the school structure may be noted: all educational institutions need to emulate the best of the original land-grant university service tradition and the most effective community colleges, consciously organizing themselves in terms of personnel, program and institutional resources to make community service a high institutional priority. The more education sees itself as primarily a human-service enterprise, the closer will be its linkage to the real world of the community.

5. *Schools must develop specific, two-way linkages with outside institutions.*

As things now stand, neither the world of schooling nor the world of work readily perceives the possibilities of productive linkages between the two enterprises, both clearly social in nature and both equally clearly trying to operate for the benefit of the community. Not only are perceived linkages in short supply; even the notion that there could possibly be such relationships seems too rarely to occur to either. But there are enough individual examples of very positive community linkages in the elementary-secondary, community college and other post-secondary institutions to demon-

strate both the practicality and the strength of such cooperative relationships.

Much of the change needed for further development of these linkages will depend primarily on initiatives taken by the community outside of the school, but the school, too, has to make a start.

For example, although the sites for appropriate work-experience and work-exposure opportunities for students will be provided by the business/industry/labor/professional community, making known the need and importance of this opportunity and altering the school program to take advantage of it become responsibilities of the educational institution.

Job-placement, which is the ultimate linkage between schooling and work for the individual, takes place in the open market, but the work of placing students in jobs must become a very basic priority of the school as well.

Matching of the exit requirements of the school with the entry requirements of the job market requires specific collaborative efforts between the two worlds, but again the basic initiative rests with the school. In the last analysis, it may be far easier to change the requirements for getting out of school than it is to alter the requirements for getting into a job!

Finally, it is the school again that must take the initiative for working with other human service agencies outside of the educational world to provide for its students the background of awareness and attitude and skills that will encourage lifelong learning by utilizing the rich community resources available through noneducational institutions such as counseling centers, employment services, libraries and a whole host of other human service agencies.

B. Other Social Institutions/Organizations Must Change

The USOE position statement on career education issues a sharp challenge to educational institutions when it proclaims, "Career education represents a response to a call for educational reform." But it is not only *educational* reform that is needed; social, economic and political reforms of far-reaching consequence are also demanded, even though they may be far from universally popular. In the present "post-industrial" society, the rapidity and comprehensiveness of occupational change are such that even major alterations of school programs alone will not produce the necessary changes in the total society that are required to bring about a needed synthesis of school and work.

Since there is such a multiplicity of social and organizational institutions that must be involved in this reform movement, which embraces education but reaches out into the community and society as a whole, it will probably be simpler and clearer to suggest the kinds of changes that are needed, rather than attempt to pinpoint just what each segment of the broader society must take as its individual responsibility.

So, we can profitably look at directions, rather than specific assigned action, which can be expected to lead to the kind of social reform that seems imperative. These directions in which we need to move require very specific kinds of actions: giving up some common cultural/social stereotypes and traditions; improving working conditions; overcoming extreme fiscal conservatism; and altering restrictive practices that now unnaturally separate schooling and work.

1. *Giving up cultural/social stereotypes and traditions.*

A great deal of the divisiveness that keeps schooling and work apart stems from some unfortunate stereotypes and traditions affecting both. For example, social stereotyping has assigned to certain kinds of work a greater or lesser importance and prestige than is assigned to other work. Some jobs are assumed to be lower-class occupations, with others

more suitable to the upper social classes. The economically or socially disadvantaged are cruelly and falsely considered to be lacking in innate ability and aptitude to be trained for and to perform satisfactorily in the occupations of higher income level or social prestige.

It has only recently come into our national consciousness that one of the groups suffering the most blatant occupational discrimination is females. Stereotyped notions of what are proper male and female jobs, notions reinforced by discriminatory school course offerings, guidance advice and curricular materials typically denigate the ability of women to perform in traditionally male roles (and vice versa). Thus, with women's job opportunities limited by stereotyped ideas of what women ought to do and have the ability to do and with these social and ideological limitations made even worse by actual discriminatory practices in hiring, promoting and paying women, it is not surprising that the occupational choices of women do not reflect the wide array of careers that should be open to them. Despite impressive recent advances, stereotyping and bad social and economic practices still effectively curtail women's opportunities in the job market.

Parental biases also are a discouragingly limiting factor in any attempt to give students in school realistic knowledge of what the world of work is really like and what reasonable career choices may actually be theirs. Partly because parents naturally reflect society's value system about the importance and appropriateness for their own children of different kinds of work, students often see the occupational world with tunnel vision. Moreover, the modern family itself does not often serve as a model work unit; children rarely actually see their parents at work; nor do they really understand what one or increasingly both of their parents do for a living, at least in the way that was common a few generations ago when much of the work was performed at home or at some nearby place that the children could easily visit. In many homes, even where both parents are working, children do not have an opportunity to see the male/female work-roles reversed; there is still "man's work" and "woman's work."

Again, a distorted view of the occupational world is inadvertently passed on to the children.

Parents and the larger society as well often have an unrealistic view of the social and economic value of higher education for everyone, regardless of his or her abilities or interests. The common assumption, which is that everyone should get a college degree for the economic benefits that would flow from possessing that degree, is simply not warranted by the facts, although education is still one of the best routes to upward economic mobility. The differential in lifetime earnings between the college graduate and the high school graduate seems to be diminishing, but many parents still overstress the economic argument to force their children into often inappropriate educational strait jackets.

2. *Improving working conditions.*

It has been noted earlier that students often couple their dismal attitudes toward school with equally dismal feelings about work. A measure of this gloom surely arises from the simple fear that there may be no jobs available. But even when the student looks at the jobs that may be available, he is not overly entranced with the prospect of a lifetime of work.

Although providing greater flexibility in moving back and forth between training and work and retraining for another job would help allay some of this gloom, the fact remains that jobs themselves and their related benefits need to be improved to reduce the common phenomenon of "worker alienation." It will not be sufficient simply to work toward the reduction of the gap between schooling and work if the student has to face the prospect of a lifetime of working on a job that is routine, unrewarding and distasteful.

3. *Overcoming extreme fiscal conservatism.*

Almost all solutions to almost all problems cost money. Any suggestions we might make for synthesizing the two worlds

of school and work are likely to be dismissed by some with the casual excuse that we just don't have the money — and the excuse is prevalent in both the worlds of education and of work.

Probably no one has the wisdom to know just what relative allocations a society should make to the various broad social purposes — education, social services, conservation, defense — but one thing is clear: no significant change is likely to be made in any area unless resources are allocated to bring about the changes desired. It *will* cost money to reform the curriculum, to provide job-entry skills to all who desire them, to make education open and accessible to everyone on a life-long, come-back-when-you-need-it basis; and in the world of business/industry/labor/professions, providing the work opportunities, the trainers and the training students need, and the improvements in working conditions that will make the worker both productive and satisfied in his job — these will be at least equally expensive.

More financial support is not the only answer, nor can those who provide the money — boards and legislatures — be expected to do so willingly if at all until the schools get their own house in order by eliminating duplication of effort and by increasing efficiency and output.

4. *Altering restrictive practices in the world of work.*

Bringing about a synthesis of schooling and work, it was said at the outset, will require joint, cooperative, two-way efforts. The school must unhesitatingly assume its very significant share of the blame for creating some of the gap that exists; but likewise, the broader community, the society as a whole, has permitted or encouraged conditions to exist that place unnecessary and undesirable restriction on students seeking to embark upon a life of work.

Legislation originally designed to protect youth against dangerous or exploitative jobs has, in many cases, operated to

make it difficult for youngsters to get the kind of beginning work experience — paid or unpaid — that would make school more meaningful and work a more attractive prospect. Rules and regulations overprotective of women workers have limited female access to many occupational fields. In the instances named, and in others, a first step is needed if we are to bring into synthesis work and education: laws must be changed.

Corporate policies, designated quite naturally for the ultimate benefit of the stockholders, often operate unnecessarily to restrict job opportunities for youth. It is heartening today to note an increasing awareness on the part of many of our corporations and individual business leaders that changes *do* need to be made in corporate policy and business philosophy in order to bring youth into earlier, more direct exposure to work. Providing work opportunities, curricular materials and exchange of personnel and participating in cooperative work programs — these are some of the ways in which corporate policies may be used to underscore the new priority being placed on career education.

Labor, as well as business and industry, has encouraged or allowed the formulation of rules that impede ready entry of youth into the labor market and the easy movement of persons already employed from one job to another, or from work back to school with provision for ready reentry into the labor force. These rules, too, need to be rescinded or relaxed to allow for readily available career exploration by students, with opportunities actually to try their hands at a reasonably wide variety of work experiences. Other changes are needed to facilitate the idea of a life-long sequence of alternating periods (or overlapping periods) of employment and schooling for more mature workers.

Governmental agencies at all levels operate with such autonomy that their services seem to work almost at cross purposes. Federal and state regulations affecting work are far from uniform or even complimentary; municipal governments are often less than eager to supply work-experience

opportunities for clients of another governmental agency, the school. Employment shifts back and forth between and among various levels of entities of government are hampered by incongruent personnel policies, pay scales and retirement systems. Not only must schooling and work be synthesized; work itself needs internal synthesizing by stronger and more effective measures of intergovernmental cooperation.

Credentialing and licensing provisions represent a rather conflicting jumble of regulations whose rationality and necessity are often questioned. Legal or statutory requirements for getting and holding many jobs do not seem to bear any rational relation to either the exit requirements of educational institutions or the actual entry requirements of the job itself. These regulations are often perceived, by the worker at least, as a bar to reasonably open choice of a career or as a barrier to any thought of mid-career changes of occupation.

In summary, there are innumerable changes that must be brought about in school entities other than the school (in "outside" social organizations, institutions, agencies and in the government/business/industry/labor/professional sector) as a means to closer synthesis of schooling and work.

Some of these changes are very complex and obviously very difficult ones requiring very gradual alterations of attitudes, priorities and practices. Some, however, could be brought about almost immediately, given an active collaboration between school and community. For example, given sufficient impetus by well-formulated requests from the educational institutions at all levels, the community/society would quite willingly supply for students observation tour sites, an increasing number of workplaces for exploration and/or part-time employment; speakers to bring first-hand information and insights into the classroom, much as a poet-in-residence can help students actually live and create poetry; advisory services to education on an individual, group or committee basis, just as many professional schools in higher education productively use practitioners in the several profes-

sions as a regular source of information on updating and making "real" the curriculum of the profession.

All of these, and uncounted others, are actual promising practices that not only explore and encourage linkages between the school and the community/society of which it is a part, but actually *create* such linkages.

C. Respective Roles of School and Community

This calls for an active, intensive collaboration between school and community in bridging the gap between work and schooling is not predicated on any belief that one group of agencies is any more important than another group, or that education should be subordinated to community/social/economic interests, or vice versa. The schools are not to be reduced to the function of turning out productive workers for a production-oriented society. Nor is business/industry expected to subordinate its major and essential profit orientation to becoming a mere adjunct, at its own expense, of the educational system. The current complaint of some businessmen that they are being taxed doubly for education — once by helping pay for the schools and then again by having to provide expensive retraining of products of the schools who do not have the basic skills needed in the occupational setting — has a ring of truth to it.

We are not suggesting that any segment of our society assume an unfair or inappropriate share of the burden. Rather, we are suggesting that a delineation of the respective roles of each of the parties will result in a peculiar synthesis of seeming opposites: a division of responsibilities and a sharing of specific tasks.

This combination of division and sharing at a local or state level might best be illustrated in a schematic outline of one of the areas of concern to both: cooperative work-study and student-internship programs. The outline can only suggest some general approaches; the details can be filled in as may be appropriate to a specific situation.

Division of Responsibilities and Sharing of Specific Tasks

Item: Cooperative Work-Study and Student Internship Programs

Community	Government at Federal, State, Local Levels	Educational Institutions	Business/ Industry/ Labor/ Professional Complex
Supporting and encouraging the combination of work and study as equally valued and as appropriate investment of public funds	Enacting enabling legislation	Reorganizing restrictive scheduling, curricular and credit patterns	Providing appropriate work-situations
Voting adequate funds	Budgeting adequate support funds	Assigning full-time work-study coordinators	Arranging schedule flexibilities
Insisting on rigorous and realistic experiences both in school and in work experiences	Providing appropriate work and internship opportunities for students	Broadening both scope and intensity of such programs	Implementing two-way personnel exchanges
	Removing legal strictures	Using total community resources — other social service agencies as well as business/industry	Employing career-development coordinators
			Accepting these programs as a true partnership venture

Conclusion

Synthesizing work and education — bridging the gap between the two — is not an ideal being advanced just because it is central to the movement for social and educational change now labeled "career education." This gap needs to be bridged because it is becoming a real chasm, serving as a divisive force in a society that urgently needs unifying. To reduce both student and worker alienation, and the alienation of both groups from society, we need to bring schools and work more closely together.

The various means of bridging this gap can be clearly but tentatively set forth only as suggestions, not mandates. The only mandate is that there *must* be the societal, institutional and organizational changes that will restore the needed wholeness to our society. There are many ways to go about the tasks, many options at the local, the state, the national levels. A general blueprint might well follow some of the suggestions given in the earlier pages of this paper.

Whatever is done, the task has great urgency and will require unselfish collaboration. Whatever is done must be done together — and now.

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Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-five states, Puerto Rico and the Virgin Islands are now members. Its goal is to further a working relationship among governors, state legislators and educators for the improvement of education. This report is an outcome of one of many Commission undertakings at all levels of education. The Commission offices are located at 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203.